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ABSTRACT

Prepared by a committee of secondary social studies teachers, this publication is designed to show how selected economic concepts can be implemented into the present framework of social studies, grades 7-12, in almost any school system. The same two basic concepts which serve as the core for all the units prepared are: 1) limited resources plus unlimited wants make necessary wise allocation of scarce resources; and 2) specialization and exchange (interdependence) play a vital economic role in any nation. Units 1 and 2, "Growth of Industrial Enterprise" and "Colonization of Virginia" show how economics can be woven into seventh grade American history. Two units for the eighth grade are intended to be incorporated into a study of state history, in this case Louisiana history. "Our Trading World" integrates economic concepts with world geography for 9th grade, and "Progress or Poverty..." is a unit for world geography for grades 9-12. Other units are intended for use in civics, economics, and world history. Each unit is presented in terms of a brief introduction; a list of instructional objectives; a presentation outline; glossary; developmental activities; suggestions for evaluation (in some cases quite general); and an unannotated bibliography. (Author/JLB)

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A CURRICULUM GUIDE
ILLUSTRATING
SELECTED SPIRALING ECONOMIC CONCEPTS
IN
SOCIAL STUDIES

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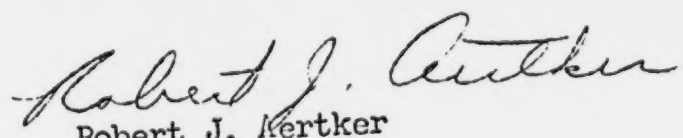
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ISSUED BY
EAST BATON ROUGE PARISH SCHOOLS
1967

PREFACE

This publication has been prepared by a committee of secondary teachers of social studies for the East Baton Rouge Parish public schools. It is designed to show how selected economic concepts can be implemented into the present framework of the social studies, grades 7-12, in almost any given school system. Committee members feel that the end result will be an enriched course of study and a subsequent higher degree of economic literacy among the students.

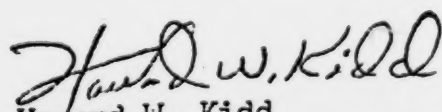
We hope that this guide will serve as an inducement for other teachers to capitalize on the numerous opportunities to include the teaching of economic understandings and concepts in their individual social studies disciplines.


Robert J. Kertker
Superintendent,
East Baton Rouge Parish Schools

FOREWORD

A committee of classroom teachers representing the social studies taught in grades 7-12 in the schools of East Baton Rouge Parish was asked to prepare a curriculum guide for economic education using the present framework of the social studies. These teachers elected to use two basic concepts stated by Dr. George Fersh, Assistant Director, Joint Council on Economic Education. The first concept was that the limited resources and unlimited wants of every society make necessary wise choices of allocation of scarce resources. The second concept was that specialization and exchange-- interdependence play a vital role in the economy of any nation. These concepts served as the core for the units of work prepared by these teachers as each took one of these two economic understandings and planned an instructional unit for classroom use. The same two concepts were used from grades 7-12 thereby illustrating that the same basic concepts can be taught at both junior and senior high school levels, the major difference being in degree of difficulty.

This publication is presented as a guide, not as a model. Classroom teachers involved in the preparation of this guide hope only that their colleagues who are prone to feel a sudden sense of insecurity at the sound of the word "economics" will feel more inclined to implement similar ideas into their social studies programs.


Howard W. Kidd
High School Coordinator
East Baton Rouge Parish Schools

INTRODUCTION

Economic understanding is essential in today's changing world if American youth are to assume their responsibilities as effective citizens. If our youth are to make intelligent economic decisions, they must be well-informed in the fundamental concepts of the American economy in relation to other world economies. A few years hence, today's students, tomorrow's citizens, educated in the principles of the modified private-enterprise system, will determine the extent of American participation in world affairs. The responsibility for developing an understanding of concepts of the American economy rests today primarily with the classroom teachers of America.

Economic education should provide students with an opportunity to develop a method of thinking compatible with individual responsibility. As stated by M. L. Frankel, Director of the Joint Council on Economic Education: "The decisions that we want are not those of a command economy but are those of a free society with broad opportunities for choice. The teacher's concern should be to develop the ability to identify and analyze the available choices, not to search for a nonexistent 'final truth'." Teaching, therefore, should provide an understanding of individual opportunity and responsibility in decision-making on economic matters.

According to Dr. George L. Fersh, Associate Director, Joint Council on Economic Education, the structure of the American economic system embodies eight major concepts. These concepts include:

- (1) The need for making wise choices of allocation, limited resources, and unlimited wants;
- (2) Markets as the mechanism for determining allocation -- and supply and demand functioning within markets to determine quality and quantity;
- (3) Flow of goods and services between consumers and producers;
- (4) Free enterprise -- economic characteristics of capitalism and other economic systems;
- (5) Economy of specialization and exchange -- interdependence;
- (6) Government as a regulator to stimulate and protect the free flow within the economy;
- (7) The Gross National Product as a measurement of the end result of economic activity; and
- (8) National income as a reflector of how work and goods are shared among people.

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GROWTH OF INDUSTRIAL ENTERPRISE

AMERICAN HISTORY
Grade 7

by
Marjorie S. Lindsay
Broadmoor Junior High School

1967

INTRODUCTION

The purpose of this unit is to show how the teaching of economics can be woven into seventh grade American history. The teacher selected one particular economic concept, the concept of specialization and exchange—interdependence, to develop in the unit, "Growth of Industrial Enterprise." This material is to be taught following the Civil War unit, when the United States began to emerge as an industrialized nation. This unit should be limited to the period from 1865-1914.

This unit is offered as a suggested guide. It is presented in general terms commensurate with the accessibility of materials. The bibliography and developmental activities are designed to be both realistic and useful. The completion of this unit should require about three weeks.

OBJECTIVES

1. To create an awareness in the young history student of the role economics has played in American history.
2. To train pupils in economic citizenship.
3. To train pupils to adapt themselves to their economic environment.
4. To gain an appreciation of the contributions of the early pioneers to our modern economic development.
5. To develop an understanding of our democratic heritage.
6. To develop an appreciation of the changing nature of our society.
7. To gain an understanding of how the American economic system has changed from a simple economy to the complex one of today.

PLAN OF PRESENTATION

GROWTH OF INDUSTRIAL ENTERPRISE

- I. The nature of our economic society is different and complex.
 - A. In America the individual is emphasized.
 - B. Our economic system is designed to permit much individual freedom.
 - C. The economic system in the United States is the outgrowth of changes in the methods of producing goods and services.

- II. Before the middle of the eighteenth century methods of production changed slowly.
 - A. Early production took place largely in the home.
 1. The early colonies were independent and self-supporting.
 2. The early colonies lacked a standard monetary system.
 3. The early colonies lacked transportation and communication.
 4. The early businesses were small and privately owned.
 - B. Changes in economic thinking and organization began to take place through use of machines and steam power in production.
 1. Production in factories grew.
 - a. The early factories were family-owned.
 - (1) Some were individual proprietorships.
 - (2) Owners knew all the employees.
 - (3) Factories grew up in small towns.
 - b. The machines brought changes to life in America.
 - (1) The cotton gin was invented.
 - (2) The sewing machine was invented.
 - (3) The steamboat was invented.
 - (4) The farm machinery was improved.
 2. Markets were expanded.
 - a. Trade with other countries was expanded.
 - (1) America exported goods needed in other countries.
 - (2) Americans imported luxuries not yet produced at home.
 - b. Businessmen became more important in community and national affairs.
 - c. Sections of the country began to draw closer together and to become interdependent.
 - d. A spirit of nationalism increased.
 - e. Improvements in transportation and communication took place.
 - (1) Transportation improvements were many.
 - (a) The influence of the railroad was important.
 - (b) The influence of the auto was important.
 - (c) The influence of roads and canals was important.
 - (d) The influence of the airplane was important.
 - (2) Communication improvements were many.
 - (a) The influence of the newspaper was felt.
 - (b) The influence of the postal system was felt.
 - (c) The influence of the telephone and telegraph was felt.

 - III. Mercantilism gave way to capitalism.
 - A. Capitalism guaranteed three freedoms.
 1. The freedom to own property was guaranteed.

2. The freedom of enterprise was guaranteed.
 - a. Freedom of enterprise lead to competition.
 - b. Capitalism did not approve of most monopolies.
3. The freedom of contract was guaranteed.
- B. The building of industry was begun.
 1. The steel industry was one of the first industries.
 - a. Andrew Carnegie developed a steel corporation.
 - (1) Problems of risk were involved.
 - (2) Problems of capital acquisition arose.
 - (3) Problems of insufficient labor developed.
 - b. Competition began in the steel industry.
 - (1) The United States Steel Corporation was begun.
 - (2) J. P. Morgan emerged as a giant of industry.
 - c. The impact of the steel industry was felt.
 - (1) Production increased.
 - (2) Profits increased.
 - (3) Employment increased.
 - (4) The size of machines and buildings increased.
 2. The petroleum industry emerged.
 - a. Col. Edwin Drake drilled the first well.
 - b. Many refineries were needed.
 - c. Better transportation was needed.
 - d. Much capital was needed.
 - (1) Standard Oil Company was begun.
 - (2) John D. Rockefeller emerged as a giant of industry.
 - e. Many markets were needed.
 - f. The industry had an impact on the economy.
 3. The electrical industry had its beginning.
 - a. Electricity changed the American economy.
 - (1) Industry was freed from dependence on water or steam.
 - (2) Electricity provided an illuminant superior to kerosene and gas.
 - b. Thomas A. Edison revolutionized the industry.
 4. The automotive industry began.
 - a. This was the last of the important new industries to develop.
 - (1) It was 1900 before an impact was felt on the American economy.
 - (2) The first cars were expensive and hand-built.
 - (3) Henry Ford was responsible for the inexpensive auto.
 - b. The auto industry revolutionized the nation's social and economic life.
 - (1) There were problems of capital.
 - (2) There were labor problems.
- C. Emerging big businesses took several forms.
 1. Partnerships were developed.
 2. Corporations were formed.
 3. Business combinations, or consolidations, evolved.
 4. Trusts were founded.
 5. Holding companies were developed.
 6. Interlocking directorates were formed.
- D. American business is competitive today.
 1. Giant corporations increase the variety and quality of their products to promote sales.
 - a. General Electric is a competitive corporation.
 - b. General Motors is a competitive corporation.

2. Merchants in communities compete for the consumer dollar.
3. There are many evidences of competition as people try to earn a living.
- E. The American economic system, as well as foreign economic systems, cooperates in business.
 1. By means of specialization, or division of labor, some producers manufacture only one product.
 2. The United States engages in world trade today with many foreign countries.
 3. The United States no longer follows a policy of isolationism.
- IV. The United States becomes the greatest industrial nation.
 - A. Manufacturing made slow progress from War of 1812 to the Civil War.
 1. The small population in the United States was one factor.
 2. The abundance of free land for farming was also a factor.
 - B. Changes in industrial ways of living have been rapid since the Civil War.
 1. There are many factors responsible for these changes.
 - a. The free land is gone.
 - b. The population has increased greatly.
 - c. There are many new inventions.
 - d. Many new industries have employed many skilled workers.
 - e. Much new machinery has been invented.
 - f. Capable business leadership has increased.
 - g. The United States is rich in natural resources.
 - h. The United States is a nation which provides for freedom and opportunity for individual initiative and enterprise.
 - i. The United States provides its citizens with advanced educational opportunities.
 2. The United States emerged as an industrial giant among nations.

GLOSSARY

capital	holding company
capitalism	interlocking directorate
competition	mass production
consolidation	mercantilism
consumer	monopoly
corporation	partnership
division of labor	sole proprietorship
economic system	specialization
freedom of enterprise	trust

DEVELOPMENTAL ACTIVITIES

1. Make oral and written reports on important men in this unit, such as John D. Rockefeller, or on topics such as, "The Discovery and Uses of Petroleum."
2. Make booklets, such as "Railroad Development in the United States."
3. Make charts showing the chief uses of steel and oil, or changes in the design of the automobile.

4. By using diagrams, show the organization and operation of any of the big businesses, such as the corporation.
5. Prepare a time line showing the important dates in the industrialization of the United States.
6. Make appropriate bulletin board displays.
7. Prepare a "before and after" picture chart showing either the differences between early methods of industrial production and methods of today or differences in the auto.
8. From discarded magazines and newspapers, collect pictures and arrange them in the form of a scrapbook.
9. Draw a cartoon, illustrating the disadvantages of a big corporation, or how a corporation operates.
10. Pretend that you are a newspaper reporter and write an account of either the first flight of the Wright Brothers or the completion of the first transcontinental railroad.

EVALUATION

1. Teacher-made tests will be given throughout the unit to check the pupils' comprehension.
2. There will be directed observations by the teacher.
3. There will be group discussions.
4. There will be pupil-pupil evaluation of reports.
5. At the completion of the unit the teacher and the pupils will review what has been learned.

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COLONIZATION
OF
VIRGINIA
AMERICAN HISTORY
Grade 7
by
Patricia L. Phillips
Broadmoor Junior High School
1967

INTRODUCTION

This unit is to be used in the seventh grade as a part of the regular program in American History. One will find neither the wealth of economic terms nor the depth of subject matter here that he will find in a unit prepared for an older group. The primary purpose of this unit is to illustrate and emphasize that the majority of teachers stress economics in their social studies classes and that with just a little extra thought and preparation they can enrich their teaching with more emphasis on economics.

It is almost impossible to isolate and teach only one economic concept. Emphasis is given here particularly to the need for economizing or making choices of allocation. Teachers should try to impress upon students that Americans have faced this fundamental problem since our country's beginning. The time required for teaching this unit is approximately one week.

OBJECTIVES

(Even though this unit is not purely economic in content, the objectives listed here are from an economic standpoint.)

1. To understand that the resources of our country are made up of natural resources, human resources, and capital resources.
2. To understand that man has limited resources available to him in the form, in the place, and in the amounts to satisfy the unlimited demands that he makes for those resources.
3. To understand that man must take human resources and combine them with natural resources and capital resources to get productive services.
4. To realize that each of our resources must be conserved and used in the proper place at the proper time - choice of allocation.
5. To understand the difference between a weak economy and a strong economy; i.e., a strong economy gives man a chance to be liberated from menial tasks alone.
6. To understand the effect of population on resources.
7. To realize that the traditions we have inherited from our founding fathers are among our most important resources and that they have contributed greatly to America's development.

PLAN OF PRESENTATION

COLONIZATION OF VIRGINIA

- I. First permanent English colony
 - A. Jamestown, Virginia - 1607
 1. Unwise location because of low, marshy land
 - a. Necessary natural resources not readily at hand
 - b. Human resources impaired because of unhealthy atmosphere
 2. Founded by the London Company
 - a. A commercial company established to make money by trade
 - b. Profit expected on the money (capital) invested
 - B. Hardships
 1. Quarreling among leaders
 2. Deaths on voyage
 3. Unhealthy location
 4. "Gentlemen's" refusal to work
 5. Changing social conditions
 6. Lack of interest by men in working for a company
 7. Indian problems
- II. Virginia's first leaders
 - A. John Smith
 1. Experienced seaman
 2. Good organizer
 3. Experienced trader and explorer
 4. President of the council
 - a. Problems faced
 - (1.) Food needs
 - (a.) Limited supply
 - (b.) Unlimited demand
 - (2.) Economic decisions
 - (a.) Temporary stabilization
 - (b.) Barter
 - b. Accomplishments
 - (1.) Secured harmony in the Council
 - (2.) Saved the colony from starvation
 - B. Thomas Dale
 1. Succeeded De La Warr as governor
 2. Military control
 3. Inaugurated individual land ownership
 - a. Economic decision making
 - b. Increased incentive
 - c. Higher standard of living
 - d. Profits from tobacco crop
 - e. Need for cheap labor
 - (1.) Negro slaves
 - (2.) Indentured servants

III. Colonial Virginia

- A. Tobacco as basis of economic life
 - 1. Sold for profit in England
 - 2. Used as medium of exchange
 - 3. Incentive for migration of Englishmen
- B. Plantation life
 - 1. Large farms
 - a. Need for more land
 - b. Mistakes in the use of natural resources
 - c. Conservation
 - (1) Protective use of land
 - (2) Careful development of waterways
 - (3) Continuous production and protection of forests
 - (4) Wise use of mineral reserves
 - (5) Protection of wildlife
 - d. Scientific farming
 - 2. Slaves as human resources
 - 3. Growing economy and specialization
 - a. Mount Vernon
 - b. Monticello
- C. American ideals in early Virginia
 - 1. Willingness to work
 - 2. Traditions as important resources
 - a. Freedom of speech
 - b. Religious freedom
 - c. Representative government
 - d. Equality before the law
 - e. Freedom of enterprise
 - f. Education
 - 3. Beginning of democratic government in America
 - a. Economically stronger
 - b. Representative of all the people
- D. Establishment of the "Old Dominion"
 - 1. Country's history in the early days of Virginia
 - a. Hardships and suffering
 - b. Tobacco plantations and inland settlements
 - c. Representative government
 - d. American ideals of living
 - 2. William and Mary College, Williamsburg, 1694
 - 3. Transfer of capital from Jamestown to Williamsburg

GLOSSARY

barter	representative government
commercial	representatives
conservation	resources
decision-making	human
democratic	natural
economics	capital
enterprise	scientific research
equality	social conditions
ideals	specialize
indentured servants	strong economy
legislature	trade
migration	tradition
political freedom	"trucking"
population	unlimited demands
potential power	weak economy
productivity	yield
profit	

DEVELOPMENTAL ACTIVITIES

1. "Before" and "After" murals -- The first mural would show food production when the colony first began; the second would show how a stronger economy released some colonists to engage in other phases of work.
2. Artwork illustrating specialization.
3. Artwork comparing the conservation practices then and now.
4. Research on conservation of labor, time, and land.
5. Oral and written reports on colonial economic problems.
6. Panel discussion on the "gentlemen" of Jamestown and the gentlemen of today and their duties as members of society.
7. Research on the population of early Jamestown and its effect on resources.
8. Charts and graphs of colonial Indian population as compared with present Indian population.
9. Speaker from the State Conservation Department to talk to the class on the importance of conserving our resources and making wise choices in their use.
10. Illustrations of colonial farm implements.
11. Comparison of colonial Indian life with Indian life on a reservation.

EVALUATION

1. Teacher observation.
2. Written tests.
3. Group discussions concerning economic problems, responsibilities of citizenry, and responsibilities of early government.
4. Samples of work, i.e., early plantation, colonial furniture, amusements, etc.
5. Self-evaluation by students, including checklists and rating scales.

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THE DEVELOPMENT OF TRADE IN
FRENCH COLONIAL LOUISIANA

LOUISIANA STUDIES
Grade 8

by
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1967

INTRODUCTION

This unit has been designed to enrich the study of the French period in Louisiana history. It follows naturally the materials found in either of the two texts, Unit Two in The Story of Louisiana or Part Two in Louisiana, The Pelican State. Because of the nature of the content of this unit, it will serve as an early introduction of eighth grade students to economic education. They will see that Louisiana was dependent on France in the early years for the greater part of her supplies but had little to offer by way of exchange. They will learn that trade was handicapped not only by this lack of exchange products, but also by the shortage of a satisfactory medium of exchange. The time period for this unit will vary from two to three weeks depending upon the depth of study and interest of the class.

OBJECTIVES

1. To develop the concept, "Economy of Specialization and Exchange: Interdependence," and its role in the development of trade in French Colonial Louisiana.
2. To develop, as a secondary concept, the flow of goods and services between consumers and producers of this period.
3. To develop the ability of the students to understand and apply selected economic terms and concepts.

PLAN OF PRESENTATION

(Note: The content material upon which this unit is based is taken largely from an outline used at one time by the Louisiana State University History Department. Although this material may be consolidated through extensive research from numerous sources, it is rarely found in such form; for this reason, the outline which follows is in much greater detail than is usual for this type of unit.)

THE DEVELOPMENT OF TRADE IN FRENCH COLONIAL LOUISIANA

- I. French Colonial Louisiana depended upon foreign and domestic trade.
 - A. Most of the supplies for the colony came from France in the early years.
 1. Louisiana had little to export to France in exchange.
 - a. This unfavorable "balance of trade" lasted as long as France controlled Louisiana.
 - b. Poverty of the French settlers limited expected trade profits by France.
 2. Crozat and the Companies were unable to develop a large commerce with Louisiana.
 - a. They tried to monopolize all Louisiana trade.
 - (1) Prices paid for Louisiana exports were low compared to prices asked for imported slaves and merchandise.
 - (2) Smuggling was common in an effort to get around the evils of monopoly.
 - b. Neither Crozat nor the Companies were able to profit from their monopolies.
 - (1) Both lost heavily in the venture in Louisiana.
 - (2) Large investments were necessary in carrying on trade between France and Louisiana.
 3. Louisiana traded with France after the end of Company control (1731).
 - a. French merchants were encouraged to trade with Louisiana.
 - b. Private ships under contract carried government supplies to the colony.
 - c. The government paid subsidies on goods sent to the colony.
 - d. Duties on goods sent to Louisiana were lowered after 1732.
 - e. Louisiana exchange products were scarce.
 - (1) Ships often returned to France empty.
 - (2) Freight charges on all imports were high.
 4. European wars hampered French trade with Louisiana.
 - a. Public ships were in the naval service and not available for colonial trade.
 - b. Fear of English seizure made convoys necessary.
 - c. After 1759, English blockade of the mouth of the Mississippi River drastically reduced outside trade.
 5. After the transfer of Louisiana to Spain (1763), French ships could not legally come to Louisiana.
 - a. Some did come to relieve the shortage of merchandise.
 - b. Ulloa prohibited trade except with Spain and Spanish colonies.
 - (1) Spain could not supply needed goods for Louisiana and many French ships came over under Spanish passports.
 - (2) In 1770, the Spanish court refused further permits for French ships to come to Louisiana.
 6. To the end of the French period Louisiana depended wholly upon France for wine, cloth, finished hardware, cutlery, powder, and many other necessities.
 7. Supplies for the Indian trade came from France.

- B. Louisiana carried on some trade with the French West Indies.
 - 1. Crozat prohibited this trade, but smuggling resulted.
 - 2. Under the Companies (1717-1731), this trade was encouraged.
 - 3. Under royal control (1731 ff), Santo Domingo officials were instructed to develop their trade with Louisiana.
 - a. Louisiana exported lumber, cattle, horses, mules, and French and Spanish coin.
 - b. Louisiana imported sugar, syrup, tafia, flour, and coffee.
 - 4. Trade with the French islands was interrupted during the wars.
 - a. Intervals of peace saw large increases in this trade.
 - b. By 1754, Santo Domingo was sending from 12 to 15 vessels annually to Louisiana.
 - c. During the Seven Years War (1756-1763), Louisiana trade with the French Islands was almost entirely cut off.
 - d. There was little duplication of products in Louisiana and the French Islands.
- C. Illegal trade was carried on between Louisiana and the Spanish colonies.
 - 1. Though legally prohibited, smuggling and special permits caused this trade to increase steadily.
 - 2. Crozat tried to develop overland trade between Louisiana and Mexico without much success.
 - a. As time went on, a brisk trade in livestock developed with Mexico.
 - b. St. Denis founded Natchitoches.
 - 3. Either through smuggling or by special permits, a rather considerable coasting trade was developed with Cuba and Mexico.
 - a. During the latter part of the Seven Years War, these Spanish colonies furnished provisions to Louisiana.
 - b. Commerce with France was almost entirely cut off at this time and Louisiana was suffering.
- D. Unofficial trade with the English was carried on from the early years of Louisiana.
 - 1. It began as early as 1707 in food supplies.
 - 2. Wars interrupted trade from time to time but never entirely stopped it.
 - 3. English trade in Louisiana developed rapidly after the end of the Seven Years War.
 - 4. It became a problem with which the Spanish officials had to wrestle after 1763.
- E. The early slave trade with Louisiana was limited only by the ability of the settlers to pay for the slaves that they desired.
- F. Domestic trade was stimulated within the colony of Louisiana.
 - 1. There was always a brisk interchange between New Orleans and the interior settlements.
 - a. Farmers of the German Coast supplied New Orleans with vegetables and fresh meat in large amounts.
 - b. Illinois sent flour and cured meats to New Orleans.
 - c. Natchitoches supplied cattle, horses, and mules.
 - 2. Indian hostilities often made convoys necessary in this trade between New Orleans and the interior posts.

- II. Finding a satisfactory medium of exchange was a problem throughout the French period.
- A. Most of the Indian trade was carried on by barter.
 - 1. Indians had no use for coins except as ornaments.
 - 2. Indians bartered furs and hides for knives, axes, guns, powder, blankets, cloth, and trinkets.
 - B. Much of the domestic trade within the colony was also done by barter throughout the French period.
 - C. The ordinary French coins of the period constituted the sole circulating medium in the early days of the colony.
 - 1. They were rapidly drained off to pay for the French imports.
 - 2. France or the French West Indies received the coins as payment for the difference between Louisiana's imports and her exports.
 - D. Several projects for supplying Louisiana with small change were instituted.
 - 1. In 1716, copper coins were minted for the colonies.
 - a. These were meant to supply the need for small change.
 - b. They were intended to circulate only in the colony so that they would not be drained off in payment of outside debts.
 - 2. The Company of the Indies introduced banknotes in an effort to stimulate Louisiana trade.
 - a. These banknotes depreciated after the bursting of the "Mississippi Bubble."
 - b. Holders suffered great losses.
 - 3. Card money was introduced into Louisiana (1733 ff).
 - a. It was similar to that already in use in Canada.
 - b. It was meant to take the place of gold and silver coins in such larger purchases as not provided for by copper coins.
 - c. The first royal order for printing card money for Louisiana was far below the needs of the colony and as the amount increased, the individual pieces decreased in value.
 - E. Larger transactions in Louisiana were made in bills of exchange.
 - 1. These bills were drawn on the French treasury.
 - 2. Like the card money, these depreciated in value with the increase in the amount in circulation.
 - 3. By 1745, the card money and bills of exchange had caused such financial disorder that all the Louisiana paper money was withdrawn and a new issue established.
 - a. The liquidation of the old paper money caused much suffering in the colony.
 - b. With the increase in amount of the new issue, there was depreciation as there had been before.
 - F. Depreciation of the paper money led to a demand for silver coins.
 - 1. This was thought to be the only remedy to avoid money troubles caused by the depreciation of paper money.
 - 2. Spanish silver increased in Louisiana.
 - a. Spanish silver coins then had a worldwide reputation for honest value and stability as a trade medium.
 - b. It was derived from trade with Mexico and other Spanish colonies.
 - 3. After 1763 several proposals for supplying Louisiana with a silver currency were considered but none materialized.
 - G. Paper money was the medium of exchange until the end of the period.
 - 1. After the transfer of the colony to Spain, many refused to accept it.
 - 2. Rumors were common that neither France nor Spain would redeem the paper money.

GLOSSARY

balance of trade
banknotes
barter
bill of exchange
blockade
card money
circulating medium
colonial trade
commerce
contract
currency
debt
depreciation
domestic trade
duties
exchange
export
foreign trade
freight charges
goods
import
interchange
investments
liquidation
medium of exchange
merchandise
monopoly
necessities
profits
smuggling
stability
subsidies
supply and demand
trade
transaction
value

DEVELOPMENTAL ACTIVITIES

1. Reading assignments
 - a. Review Unit II in Scroggs, The Story of Louisiana.
 - b. Read Chapter 7 "Economic and Social Conditions in French Louisiana" in McGinty, A History of Louisiana.
 - c. Read Chapter 7 "Economic Life and Government in French Louisiana" in Davis, Louisiana, The Pelican State.
2. Written and oral reports
 - a. Carter, Hodding. John Law Wasn't So Wrong.
 - b. Louisiana as a proprietary colony: economic difficulties.
 - c. Louisiana as a royal colony: economic difficulties.
 - d. Early development of Louisiana's natural resources.
 - e. Smuggling and privateering in French Louisiana.
 - f. Phares, Ross. Cavalier in the Wilderness.
 - g. Costain, Thomas B. The Mississippi Bubble.
 - h. Eifert, Virginia. Mississippi Calling. Chapter 7.
 - i. Twain, Mark. Life on the Mississippi. Chapter 3.
 - j. McWilliams, Richebourg (Translator and editor), Fleur de Lys & Calumet.
 - k. American Heritage, Trappers and Mountain Men.
3. Maps
 - a. Early settlements in Louisiana and routes for domestic trade.
 - b. Trade routes to France, Spain, Mexico, and the West Indies.
 - c. Louisiana's water highways.
4. Individual activities
 - a. Work out a crossword puzzle using definitions and economic terms learned during the unit.
 - b. On an outline map of Louisiana, indicate the major goods and services produced in our state today.
 - c. List the products from foreign countries which can be purchased at a local dime store.
 - d. Keep a vocabulary notebook of economic terms.
 - e. Write an account of the "bursting of the Mississippi Bubble" which may be used as a newspaper feature story.
5. Committee work
 - a. Dramatization of the barter system used between the French and the Indians.
 - b. Bulletin board illustrating Louisiana's imports and exports during the French Period with emphasis on the improper "balance of trade."
 - c. Posters illustrating the attempts at finding a stable medium of exchange.
 - d. Panel discussion of the handicaps to overseas trade; comparison of the patterns of trade in the English colonies with French Louisiana. Include: (1) Acts of trade, (2) piracy, (3) privateering and (4) lack of money and credit facilities.
6. Community resource people
 - a. Speaker from the Louisiana State Department of Commerce and Industry. Topic: "The Part Trade Plays in Modern Louisiana" and/or "Specialization in Louisiana."
 - b. Speaker from Esso Standard Oil Company. Topic: "To What Foreign Countries Does Louisiana Export Oil?"

EVALUATION

One type of measurement of student achievement could be the administration by the teacher of two types of written tests. The tests would provide opportunities for students to select and develop significant ideas related to the effect of the lack of "hard money" on Louisiana's economy throughout most of the French period. In addition to the essay type items, the teacher could select for evaluatory purposes meaningful short answer test items. Then questions could include those which require not only recognition and recall, but comprehension, application, analysis, synthesis, and evaluation also. Having taught in terms of student objectives, the teacher could develop a comprehensive test designed to measure the understanding of the economic concepts set forth in the unit objectives.

Other types of evaluation would include class discussions in which the teacher could help the youngsters to make the problems of the Louisianans of this period of history as life-related as possible. Through skillful direction of such discussions, the teacher could help the students to become critical thinkers, to sift out facts from opinions, and to determine the bias of the different historians who have written about the French period in Louisiana history.

Individual and committee reports, panel discussions, and projects could be excellent ways of teacher evaluation of pupil achievement of objectives. In addition, the pupils themselves could share in the evaluation process. They could work with the teacher in evaluating the work of themselves and fellow students as well.

In addition to understanding how Louisiana was dependent on France for her economic survival during this period of history, students should complete this unit of study with a more comprehensive knowledge of the concepts of "Specialization and Exchange: Interdependence" and the role of the market in the flow of goods and services between consumers and producers of any group of people at any given period of history.

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TOURISM, LOUISIANA'S SECOND INDUSTRY

LOUISIANA HISTORY
Grade 8

by
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1967

INTRODUCTION

This unit is based only upon supplementary material to be gathered by the students. It has been designed for eighth grade students to cover the entire year's study of state history and natural resources, with emphasis upon the economic aspects of tourism, the state's second industry. It includes many basic economic concepts and ideas as part of an enrichment program in teaching contemporary state history.

OBJECTIVES

1. General Objectives: To have the students learn how economic choice or choices of allocation play a part in tourism.
2. Specific Objectives:
 - a. To have the students realize and understand that there are many things to see but that a tourist is limited in number of dollars allocated for tourism.
 - b. To have the students understand that certain economic choices must be made between tourism, as a form of recreation, and other expenditures.
 - c. To have the students understand that wise use of time choices must also be made while enjoying tourism as a form of recreation.
 - d. To have the students understand the role of the state in setting up public tourist attractions.

PLAN OF PRESENTATION

TOURISM, LOUISIANA'S SECOND INDUSTRY

- I. Tourism and the Economy of Louisiana
 - A. What is tourism?
 - B. What are the possibilities for increasing the quantity and quality of tourism in Louisiana?
 - C. What is the role of tourism in Louisiana?
 - D. What are the possibilities for increasing the quantity and quality of tourism in Louisiana?
 - E. Economic choice plays a role in tourism.
 1. Tourists can see many things but are limited in the number of dollars they have to spend.
 2. Tourists must choose between tourism, as recreation, and various other expenditures.

- F. Market mechanism plays a role in tourism.
1. What is the demand aspect of tourism? Most private tourist attractions can succeed if enough money is spent by tourists.
 2. What is the supply aspect of tourism? Private tourist attractions are supplied only if the owners see their way clear to make a profit.
- G. The government plays a role in tourism.
1. The legislative budget process, as contrasted with the private market mechanism, has to determine what public tourist attractions there will be in a state.
 2. Emphasis is placed upon the cost versus benefit approach to tourism. If the benefits outweigh the costs, coupled with public demands, then the result may be a public tourist attraction.

II. Certain economic concepts can be illustrated in a study of a state's tourism.

- A. The concept of demand can be illustrated.
1. As the per capita income of an area increases, one can expect an increase in the amount of money spent for certain types of tourism. If the per capita income either decreases or doesn't grow very rapidly, tourism will be one of the first industries to be affected. This is called income elasticity.
 2. If you raise or lower the price for tourist attractions, what can you expect to happen to the revenues? This is called price elasticity.
 3. What relationship is there between demand for tourism and other expenditures such as for television, automobiles, etc.? This is called complements and substitutes.
- B. The concept of supply can be illustrated. In order for private tourist attractions to come into being, the owner has to visualize the covering of all costs, including what he could make elsewhere.
- C. Absolute advantage and comparative advantage can be illustrated.
1. What natural attractions does a particular area have that no other area has? This is an absolute advantage.
 2. Though areas have similar advantages, a particular area can specialize in such attractions as camelia, tulip, or azalea growing. This is a comparative advantage.
- D. The concept of public goods versus private goods can be illustrated.
1. Should tourism be completely private, or is there a social benefit in addition to purely private benefit that indicates that the state should provide certain facilities?
 2. Is tourism (a merit good) a way of helping certain depressed areas by redistributing income?
- E. The role of the multiplier can be illustrated. When dollars are spent in an area, they cause secondary spending which gives the area concerned a larger income than would be expected from the primary spending.
- F. The concept of export industries versus service industries can be illustrated. Tourism is an export industry in the sense that it "exports" such things as food and scenery, and in return obtains money. This money can finance and nourish service industries such as barber shops. If it were not for the export industries, the service industries of an area would dry up.

GLOSSARY

absolute advantage
 comparative advantage
 complements
 depressed areas
 economic choice
 expenditures
 export industries
 income elasticity
 market mechanism
 merit good
 multiplier

per capita
 price elasticity
 primary spending
 private goods
 public goods
 redistributing income
 secondary spending
 service industries
 substitute
 supply and demand

DEVELOPMENTAL ACTIVITIES

1. Explain and locate tour areas of the state of Louisiana.
2. Discuss committee assignments and duties.
 - a. Organize committees.
 - b. Assign a table of contents for a newspaper economic scrapbook.
 - c. Have committee meetings by tour areas of the state.
 - d. Collect information.
 - (1) Organize newspaper economic scrapbook.
 - (2) Have progress reports of government and resource committees.
3. Present information.
 - a. Have group skits or dramatizations on "Economic Effects of the Tourist Trade in Louisiana."
 - b. Have individual "sales talks" on tourist features in each tour area.
 - c. Show films entitled "This is Louisiana" and "Garden in the Forest."
 - d. Make economic charts on tourist expenditures.
 - e. Have panel discussion on "The Economic Effects of Tourism on the State of Louisiana."
 - f. Take an actual bus tour of South Louisiana.
 - g. Give oral and written reports on various economic aspects and concepts of tourism in Louisiana.
 - h. Make maps showing tour areas in the state.
 - i. Use state highway maps to trace route of tour(s).
 - j. Make film evaluations.

EVALUATION

Methods other than testing will be needed for evaluating student progress. Some ways to evaluate this unit are to have committee progress reports either written or, preferably, given orally to the rest of the class; to have the secretary keep the minutes of the committee meetings; to have the committees keep organized information in scrapbooks displayed in the classroom; and to have short summaries or evaluations of the films viewed.

A summary of the activities may be evaluated through the use of a series of original skits or dramatizations utilizing the information gathered by the individual tour area committees. Individuals summarize and evaluate the various aspects of the tour areas through "sales talks." Each student must present this information to his classmates in such an interesting manner that the class will desire to visit the area. Thus, each class member becomes a salesman "selling" tourism in Louisiana and promoting the state's economic growth by stimulating his parents to take him as a tourist to various sections of Louisiana. In all phases, the relationship of tourism to the study of economics is emphasized.

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OUR TRADING WORLD

WORLD GEOGRAPHY
Ninth Grade

by
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1967

INTRODUCTION

This unit is designed to follow an orientation unit which attempted to put into focus some world economic and commercial trends and to give helpful knowledge of geographical working tools - the use of the globe and thorough map study. The time apportioned for this unit may vary from four to six weeks to suit needs and abilities of individual classes. It would be wise to spend extra time on this unit to allow the discussion of current events in correlation with this vital issue, Our Trading World. We live in a changing and fast-moving world, and we must see how nations are becoming increasingly interdependent and are revealing other elements of change which complicate the world scene. Therefore, according to Dr. George L. Perish, an understanding of the "structure of economics" and our economic system must be taught, especially including the following concepts:

1. Economy of specialization and exchange - interdependence.
2. The economic problem and need for economizing or making choices of allocation.
3. Markets as the mechanism in our economic system for determining allocation-- and supply and demand functioning within markets to determine quality and quantity.
4. Flow of goods and services between consumers and producers.
5. Free enterprise economy - characteristics of capitalism and other economic systems.
6. Government as a regulator to stimulate and protect free flow within the economy.
7. Gross National Product as measurement of the end result of economic activity.
8. National income as reflector of how work and goods are shared among people.

This unit presents some fundamentals associated with man's trade relations. The purpose is to set the stage for the units which will follow. The basic premise and the idea back of the unit title is that because of

similarities in their needs and differences in their natural environments, people and nations must trade in order to survive. The resulting interdependence of economic and political units is global in scope, extending in an air-age world to the remotest island.

This unit explains how many factors, both geographic and non-geographic, give rise to trade and help to account for different kinds of trade. It also shows that trade relations are not static. Technological inventions and economic developments create new needs, change patterns of production and consumption, and so bring about changing patterns of trade.

OBJECTIVES

A. General

1. To understand the importance of maps and be able to interpret and use the various kinds.
2. To organize and relate general information about the world.
3. To realize that human effort has become more and more specialized.
4. To understand that specialization has raised productivity and the standard of living.
5. To understand that specialization has increased mutual dependence on the efforts of others.
6. To understand that increased specialization by regions brings interdependence.
7. To realize that considerations other than productivity, such as national self-sufficiency and military security, may call for special protection of domestic industries.

B. Specific

1. To understand clearly some of the factors effecting trade.
2. To realize that a clear consistent policy in foreign trade is needed to further the consumer's well-being as well as to build constructive friendship among free nations.
3. To understand that the development of backward areas in the world promotes world trade and good will by raising the standard of living in those areas, while increasing purchases from countries having a more productive economy.
4. To realize that needless restrictions in the flow of goods and services between countries increase international frictions and lower the productivity of all.
5. To appreciate the interdependence of rural and urban areas.
6. To understand that money is a medium of exchange which eliminates the need for direct barter.
7. To understand that productive resources are scattered over the earth's surface in an irregular pattern.

- H. To realize that certain areas can produce particular goods and services with different degrees of efficiency.
- I. To understand that both sides benefit from the increased production made possible by international trade.

PLAN OF PRESENTATION

OUR TRADING WORLD

- I. Needs and resources
 - A. People and national problems
 - 1. Basic needs
 - a. Food
 - b. Clothing
 - c. Shelter
 - 2. Wants
 - a. For joys
 - b. For comforts of life
 - 3. "Have" and "have-not" nations
 - a. Surplus
 - b. Deficit
 - 4. Problems of dependent nations
 - a. Industrialization
 - b. Mechanization
 - c. Methods of agriculture, production, and transportation
 - d. New social, cultural, political, and international trade needs
 - B. Production and consumption
 - 1. Individuals
 - 2. Nations
 - C. The peoples of the earth
 - 1. Similarities and differences of religion, culture, races and nationalities
 - 2. Distribution of population
 - 3. Occupations
 - D. Other factors affecting trade
 - 1. Trade routes
 - 2. Language
 - 3. Money
 - a. Medium of exchange and measure of value
 - b. Exchange rates of the countries
 - E. Trade and progress
 - 1. Uneven distribution of productive resources among countries
 - a. Labor
 - b. Capital
 - c. "Know-how"
 - d. Natural resources
 - 2. Specialization
 - Dependence on exports and imports

- II. Elements affecting trade and industry
 - A. Climate
 - B. Soil
 - 1. Land use
 - 2. Conservation
 - 3. City planning
 - C. Surface variation
 - 1. Mountains
 - 2. Lowlands
 - a. Low plains
 - b. High plains
 - 3. Rivers
 - 4. Lakes, seas, and oceans
 - D. Natural vegetation
 - 1. Almost unlimited
 - a. Primitive people
 - b. Advanced people
 - 2. Use
 - 3. Contribution to trade and basic economy of mankind
 - a. Transportation
 - b. Transplantation
 - E. Mineral resources
 - 1. Influence of uneven distribution of minerals
 - a. Development of trade
 - b. Distribution of trade
 - 2. Scarcity compounded with man's wants
 - 3. The productive resources of community, state, country, and world
 - F. Resources in relation to progress
 - 1. Inventions
 - 2. Labor
 - 3. Specialization
 - a. From primitive to industrial societies
 - (1) Size of market
 - (2) Mass production
 - b. Important effects
 - (1) Increased efficiency
 - (2) Individual monetary gains
 - (3) Interdependence of peoples and nations
 - (4) Increased trade and exchange
 - (5) Money as a necessity
 - (6) More cooperative productive activity
 - 4. Automation
 - G. Standard of living
 - 1. Industrialized countries
 - 2. Under-developed countries
- III. Domestic and foreign trade
 - A. Domestic trade
 - 1. Regions of the United States
 - 2. Methods of exchange
 - B. Foreign Trade
 - 1. Early developments
 - 2. Changes in character
 - 3. Trade today
 - a. Imports
 - b. Exports

- 4. Favorable balance of trade
 - a. Visible items
 - b. Invisible items
- C. Tariffs and foreign trade
 - 1. For revenue only
 - 2. For national defense
 - 3. To protect "infant industries"
- D. How the United States aids world trade
 - 1. International agreements
 - a. Department of Commerce
 - b. Foreign Agricultural Service
 - 2. Technical assistance and foreign aid programs
 - 3. Loans to other countries
 - 4. Tourists
 - 5. Participation in economic activities of the United Nations

IV. Trade Centers

- A. World-wide
 - 1. New York City
 - 2. Chicago
 - 3. New Orleans
 - 4. London
 - 5. Tokyo
- B. Boundaries
 - 1. The political city
 - 2. The geographic city
- C. Industries and facilities
- D. Ocean ports
 - 1. Trade facilities
 - 2. Physical setting
- E. Progress
 - 1. Reasons for development
 - a. Industrious people
 - b. Business-like manner
 - c. Population growth
 - d. Transportation facilities
 - e. Enthusiastic leadership
 - 2. Understanding through knowledge

GLOSSARY

automation
capital
center of population
colonial trade
common market
consumption
deficit
Development Loan Fund
domestic trade
European Economic Community
exchange controls
exchange rate
exports
foreign trade
free trade
General Agreement on Tariffs and Trade (GATT)
geographical city
hinterland
import
industrial revolution
infant industry
International Bank of Reconstruction and Development
invisible item (export)
likin
manufacturing center
Marshall Plan
mass production
money
multilateral trade
Peace Corps
political city
population density
population distribution
production
protectionism
Reciprocal Trade Agreement
self-sufficient
specialization
standard of living
surplus
tariff
Technical Assistance Program
trade
Underdeveloped countries

DEVELOPMENTAL ACTIVITIES

1. Map Study

- a. On an outline map of the world locate: New York, Buenos Aires, London, Liverpool, Le Havre, and Bremen. Connect the foregoing cities with colored lines to show the important trade routes in the Atlantic Ocean. Locate Seattle, San Francisco, Los Angeles, Tokyo, Shanghai, and Peiping. Connect these cities with colored lines to show the important trade routes in the Pacific Ocean. Add as many trade routes as you can. Also locate rivers of the world that are important trade highways and great cities located on these waterways.
- b. Study some of the coastal and ocean maps prepared by the Coast Guard Geodetic Study, and explain the various markings such as colored and shaded areas, colored lines, and numbers. If there is a topographic map for your region, study the contour lines. Distinguish between the thin and thick brown ones, noting also the meaning of blue coloring and the use of black. See if you can discover any relationship between the roads and railway lines and the contours.
- c. Make a study of historical maps showing the settlement of the United States. These maps will help to make it clear why the United States was not always interested in overseas trade.
- d. On your world map color those continents from which our imports of crude materials and food stuffs are fifty per cent or more of our total imports. How widely distributed are these imports?
- e. In a standard atlas find a map showing the principal cities of the United States. Compare this map with one showing the manufactures or industries of the country. What relationship can you observe between the two?

2. Special Reports and Projects

- a. Make a graph showing the fifteen countries which have the largest per capita trade, both imports and exports. Use the latest figures you can obtain.
- b. Try to find out more about Esperanto and the extent to which it is being used.
- c. A business man is planning a trip by air to Spain, Italy, Turkey, Egypt, and the Union of South Africa. He asks you to make out a list of the currency used in each country and its exchange rate in dollars. Supply the information he requires.
- d. Locate each of the following football bowls and tell why each is so named: Sugar Bowl, Sun Bowl, Oil Bowl, Cotton Bowl, Blue and Grey Bowl, Orange Bowl, Gator Bowl, Vulcan Bowl, Coconut Bowl, Rose Bowl, Azalea Bowl, Flower Bowl, Raisin Bowl, and Hula Bowl. (See World Almanac.)
- e. Make a graph showing the number of people per square mile in the different sections of the United States. (The number of people per square mile can be found by dividing the population by the area in square miles.)

- f. Report to the class on how technical "know-how" may influence the distribution of population and the location of trade routes. Give examples.
- g. Prepare an exhibit of specimens of iron, steel, coal, coke, etc., (or products, pictures, or clippings relating to this unit of work).
- h. Report to the class on how the British policy of colonial trade made England a great manufacturing and trading nation. Also, report what factors in recent years have caused the British position in world trade to decline.
- i. Report to the class on the development of "free ports" in the United States and how they have helped the position of the United States in world trade.
- j. Prepare a report on the growth of suburbs and discuss in class how the changes in ways of living and working, brought about by the movement to the suburbs, have affected business, industry, and trade.
- k. If a copy of the Statistical Abstract of the United States is available, make a list of the first ten principal manufactures of the United States. Locate the major cities in which these items are produced, giving the natural advantages which have favored the manufacture of these products in each of the centers.

3. Suggested topics for reports

- a. The uneven distribution of the world's population
- b. How people earn a living
- c. Social conditions and commerce
- d. Airplane routes of the Arctic region
- e. Famous mountain passes of the world
- f. The leading commercial countries of the world
- g. The great trade routes of the world
- h. The great canals of the world, comparing Panama with Suez
- i. The future trade of the Far East
- j. Immigration and the country's growth
- k. The importance of the size of a country
- l. American factories in other countries
- m. Wealth from tourists
- n. The trade of New York City
- o. Cities along the New York State Barge Canal

4. Other related activities

- a. Prepare bulletin board displays.
- b. Make a mural using a series of posters.
- c. Construct graphs.
- d. Have panel discussions on the economic structure of different countries of the world.
- e. Have resource people from our area, such as business men, professors, school board staff members, etc., in fields relating to this unit who are authorities on these subjects.
- f. Debate various issues of our trading world.
- g. Have student TV and radio shows on current events.
- h. Provide for individual and class current news studies.
- i. Show the latest films and filmstrips, and play records and tapes pertaining to our unit.
- j. Make educational trips to the port, business firms, and industries in our area.

EVALUATION

In any teaching situation it is necessary for the teacher to check carefully to discover whether established objectives have been realized. It is recommended that the teacher include objective and subjective tests and a unit test to measure the success of the student in mastering content and in handling situations requiring verbal skills. He should also provide situations in which progress in the development of other specific skills cited in the objectives can be appraised. An important part of the objectives is the development of socially desirable understandings and attitudes. Evaluating these intangibles is more difficult. An assigned subject, "How do you feel about it?" is one means by which the students' personal and social reactions can be gauged. These may be used at the beginning of the unit of teaching to find out what attitudes students may have then, or at the end of the unit, or both times. The personal observation of the behavior of the student, particularly in regard to his personal-social relations, habits, and skills, is useful. One other major objective must be to encourage students to evaluate themselves from time-to-time in behavior and progress. This dual evaluation should have significant results.

Other devices and procedures for evaluation are as follows:

- | | |
|--------------------------|-------------------------|
| 1. Directed observation | 9. Inventories |
| 2. Informal observation | 10. Questionnaires |
| 3. Group discussion | 11. Charts |
| 4. Small group interview | 12. Samples of work |
| 5. Individual interview | 13. Cumulative records |
| 6. Case conference | 14. Pupil graphs |
| 7. Checklists | 15. Profiles |
| 8. Rating scales | 16. Evaluative criteria |

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Wilmette, Illinois. 11 minute film or 60 frame filmstrip.
- Distribution of Foods. Encyclopaedia Britannica Films, Inc.,
Wilmette, Illinois. 11 minute film or 60 frame filmstrip.
- Consumption of Foods. Encyclopaedia Britannica Films, Inc.,
Wilmette, Illinois. 11 minute film or 60 frame filmstrip.
- The River. U. S. Department of Agriculture, Motion Picture Services,
Office of Information, Washington 25, D.C. 31 minutes.
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Wilmette, Illinois. 17 minutes
- Money. Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.
60 frames.
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Chicago 4, Ill. 11 minutes
- Conservation of Natural Resources. Encyclopaedia Britannica Films, Inc.,
Wilmette, Illinois. 11 minutes
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Wilmette, Illinois. 11 minutes.
- Productivity - Key to Plenty. Encyclopaedia Britannica Films, Inc.,
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New York 17, N. Y. 45 frames.
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22 E. 38th St., New York 16, N. Y. 57 frames.
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* Listed in order of unit progression.

PROGRESS OR POVERTY: WHAT DO YOU CHOOSE?

WORLD GEOGRAPHY
Grades 9-12

by
Merle C. Smiley
Broadmoor Senior High School

1967

INTRODUCTION

Geography is the study of the relationship between man and his environment. This physical environment differs greatly from place to place, and these differences are reflected in the life of man. In some areas man can do very little to affect his environment; on the other hand, in some areas man has done much to change, use, and control his surroundings. In either case, however, man's activities and way of life are influenced by the localities in which these activities take place.

Man's advancement depends upon his wise, creative use of the physical resources to be found in his environment. Natural resources, however, are problems as well as blessings. They are unequally distributed over the surface of the earth, are consumable, and, in most cases, are irreplaceable. Therefore, man must learn to use natural resources wisely so that future citizens may benefit from the physical wealth of their environment. Man must also learn that the unequal distribution of natural resources has caused nations to quarrel and has resulted in a lack or a slowness of progress on the part of many nations.

The study of the relationship between man and the natural resources is a direct development of the following economic concept: the need for making wise choices of allocation-limited resources and unlimited wants. The application of the study in geography will be to natural resources rather than to human or capital resources. Our natural resources must be conserved and used wisely as a social, a political, and an economic necessity.

OBJECTIVES

1. To emphasize that man's use of the natural resources to be found in his environment will affect not only man, but also his nation and future generations.
2. To develop the understanding that the unequal distribution of natural resources has led to quarrels and wars among nations of the world.
3. To point out that some of the causes of underdevelopment among nations are the unequal distribution, the improper use, and the lack of development of natural resources.
4. To emphasize the responsibility of the individual in a democracy to make wise decisions for the economic good of the nation and other individual citizens.
5. To increase understanding of man's need to develop his limited resources to satisfy his unlimited wants.

PLAN OF PRESENTATION

PROGRESS OR POVERTY: WHAT DO YOU CHOOSE?

- I. Importance of natural resources
 - A. Effect on man
 - B. Effect on nations
 - C. Distribution of resources
 - D. Responsibility of citizens
 - E. Importance of allocation of resources
- II. The forest resources
 - A. Characteristics of forest resources
 - B. Man's struggles against forests
 - C. Ways man has destroyed forests
 - D. Ways forests contribute to man's needs
 - E. Methods of using and conserving forest resources
 - F. Effect of forest conservation on the economy of the nation
- III. The grassland resources
 - A. The development of grasslands
 - B. Grassland conservation
 1. Need for conservation
 2. Programs for conservation
 - C. Economic effect of grasslands on nations
- IV. The wildlife resources
 - A. The importance of wildlife to man
 - B. Suggestions for conservation
 - C. Cooperative plans among nations

- V. The soil resources
 - A. Man's need for soil conservation
 - B. Plans for soil conservation
 - C. The influence of soil resources on the nation's economy
- VI. The mineral resources
 - A. Contribution of minerals to man's progress
 - B. Need for and methods of conservation
 - C. The effect of the possession or non-possession of minerals on a nation's economic progress

GLOSSARY

allocation	industrial progress
balance of life	mechanical warfare
conservation	migration
depletion	political geography
economy	pollution
environment	poverty
erosion	

DEVELOPMENTAL ACTIVITIES

1. Look up the provisions of the Taylor Grazing Act of 1934. Report on the effect the act had on grasslands conservation in the United States.
2. If you have read historical fiction about the opening of the American wilderness, recall the methods used by the pioneers to clear the land for homesteading and cultivation. Discuss the effects these methods have had on the soil and forest resources of the United States.
3. Discuss rules and regulations concerning hunting seasons. Explain the reasons behind these laws.
4. Report on the ways in which the United States and Canada are cooperating to conserve such wild migratory birds as ducks and geese.
5. Find out what happens to the waste products of our community. Are they treated before their disposal? What happens to the waste products of the industries? What are causes of contamination in the Mississippi River and Lake Pontchartrain? Write a report on your findings, and suggest any improvements you believe to be necessary for public health and wildlife conservation.
6. Citizens of Baton Rouge have experienced soil erosion in various ways. Make a survey of property owners who live beside large drainage ditches and new home owners who have not completed the sodding of their lawns. Observe the results of rain on an area of bare ground and on an area that is covered with vegetation. Report to the class the problems you have learned about and the results of your observations.

7. Gather as much information as you can from encyclopedias, books, newspapers, and magazines about the 1934 dust storms of the American Great Plains. Report on the areas affected by the dust storms, causes of the storms, the effect on human and animal life, the effect on agriculture and land values, the effect on the nation as a whole, and ways to prevent future dust storms.
8. Read a book of fiction. Relate the book to the study of the conservation of natural resources; relate the effect of natural resources on the way of life of the character or characters in the book. The following are some suggested books:
 Aldrich- Song of Years; A Lantern In Her Hand
 Annixter- Swiftwater
 Dobie- Up The Trail From Texas
 Porter- Her Father's Daughter
 Rawlings- The Yearling
 Rolvaag- Giants In The Earth
 Walker- Winter Wheat
9. What has been done to check flooding in Louisiana in relation to one of the following: (1) the Mississippi River, (2) the Atchafalaya River Basin, (3) the Amite-Comite Rivers and their tributaries.

 Find out how flood control measures are related to land conservation and how these affect the lives of the people who live in the area. Relate these control measures to the economic progress of the region.
10. Find out how industries in Louisiana are now using material that was once considered waste.
11. Baton Rouge citizens are concerned about industries' misuse of the pure water. Find out more about this problem and the results of the City Council's study of the problem.
12. In the history of the world, certain nations have waged war because of their desire to obtain natural resources not obtainable in their own lands. Get information on the effect the lack of resources had on the following: (1) Japan before World War II, (2) Germany before World War II, and (3) Italy before World War II.

EVALUATION

1. Participation in class discussion.
2. Presentation of related activities.
3. Objective test to determine the understanding of basic facts.
4. Written discussion on a topic such as the following:
 - a. Relate conservation of natural resources to the poverty or to the economic progress of a people. Give specific examples to illustrate the points made.
 - b. Discuss the influence that natural resources have had in history.

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Title	Film Number
"Conservation of Natural Resources"	363
"The Earth's Rocky Crust"	96
"Our Soil Resources"	83
"Understanding Our Earth: How its Surface Changes"	293
"Understanding Our Earth: Soil"	345
"Understanding Our Earth: Rocks and Minerals"	394
"The Water Cycle"	171
"Wearing Away of the Land"	97
"What Makes a Desert"	191
"Work of Running Water"	81

THE ROLE OF
SPECIALIZATION and EXCHANGE - INTERDEPENDENCE

Civics
Grades 9-12

by
Gary W. Blocker
Baker Senior High School

1967

INTRODUCTION

The American of Post-Revolutionary War days would have difficulty recognizing his present-day counterpart in the citizen who is so dependent upon others for both the necessities and luxuries of life. Since the founding of this country, Americans have become increasingly dependent on each other. Today's American does not have to raise his own food, make his own clothes, or chop logs for his home. He depends upon people who specialize in each of these areas to help meet his needs.

The United States has more material wealth than any other country in the world; this bounty can be attributed largely to specialization. Americans have begun realizing the necessity of making the wisest allocation of scarce resources, such as time and money, for the satisfaction of wants. Producing more for an increasing population has always been regarded as progress in the United States.

A system of exchange must exist if citizens of the United States are to trade goods and services conveniently in such a highly specialized society. A money system has evolved during the history of this nation. This money system often stabilizes world currencies.

This unit is designed to probe the role of "specialization and exchange-interdependence" in America's economy. Basic to the student's comprehension is the question, "How long could the average American survive today as a completely independent individual?" Although the text, Building Citizenship by Hughes, has been used as the basis for the preparation of this unit, the information is easily adaptable. A time span of two or three weeks is required for the completion of this material.

OBJECTIVES

1. To stimulate an appreciation of the historical background of America.
2. To create an awareness of the role played by commerce in America's early history.
3. To develop knowledge of America's economic potential.
4. To create an appreciation for the role played by America in international economics.
5. To gain a better understanding of the effect of increased interdependence upon America's economy and government.
6. To determine the role of the American citizen in a highly specialized society.

PLAN OF PRESENTATION

THE ROLE OF
SPECIALIZATION and EXCHANGE- INTERDEPENDENCE

- I. Increasing interdependence
 - A. Colonial America
 1. Reasons for settlement of America by Europeans
 2. Colonial commerce
 - B. 18th Century America
 1. Agricultural economy
 2. Early industrial development
 - a. Working conditions
 - b. Rise of unions
 - C. Modern America
 1. Agricultural economics
 2. Industrial economics
 3. Role of economy in politics
- II. American economic potential
 - A. Basic products
 - B. Natural resources
 - C. Labor force
 - D. Social conditions
 - E. Position of currency in world markets
- III. Effects of interdependence
 - A. Economy
 1. Consumer
 2. Producer
 - B. Government
 1. Domestic
 2. Foreign Affairs
 - C. Customs
 1. Vocational choice
 2. Labor unions
 3. Transportation

GLOSSARY

barter	interdependence
consumption	market
demand	money
distribution	needs
division of labor	prices
division of occupations	production
economics	simple cooperation
exchange	specialization
factors of production	supply
free enterprise	wants

DEVELOPMENTAL ACTIVITIES

1. Reports
 - a. Economic problems faced by America during the twentieth century
 - b. Conditions faced by American industrial workers of the nineteenth century and improvements made in the twentieth century
 - c. Role of the United States economy in the World Market
2. Bulletin boards
 - a. Illustration of interdependence of people in several different vocations
 - b. Illustration of the interdependence of the producer and the consumer
3. Charts
 - a. Depiction of the United States' dependence on imports for key raw materials within recent years -- 1960, 1963, 1965
 - b. Comparison of United States exports and imports for the most recent five-year period

EVALUATION

1. Teacher and pupil evaluations of oral reports
2. Evaluation of class discussions
3. Objective test to determine the understanding of basic facts
4. Written discussion on broad topics related to development of America's economic system

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- "Age of Specialization," 18 minutes, sound, black and white, grades 7-12, McGraw Hill, 1957.
(Contrast between the past and present is noted for four occupations: doctor, farmer, storekeeper and shoemaker.)

THE CITIZEN AND DISCRIMINATE BUYING

ECONOMICS
Grade 12

by
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Istrouma Senior High School

1967

INTRODUCTION

Personal budgeting and buying are the areas of economic concern selected for presentation and study in this unit. One of the primary objectives of this study is to help the student become more discriminating in his consumption of goods and services. In addition, he should learn the advantages to be derived from wise choices of allocation.

Approximately two weeks should be allowed for completion of this unit. The teacher may wish to involve related economic concepts thereby utilizing a greater time period.

OBJECTIVES

1. To show the student the benefits to be derived from wise choices of allocation.
2. To teach the student to understand how the "market system" operates.
3. To help the student visualize the role of the consumer as a producer and user of goods and services.
4. To teach the student to understand long term goals and values embodied in budgeting and buying.

PLAN OF PRESENTATION

THE CITIZEN AND DISCRIMINATE BUYING

- I. The American "market system" is unique.
 - A. The market makes it possible for goods and services to be bought and sold.
 1. Some markets have many buyers and sellers.
 2. Some markets have only a few buyers and sellers.
 3. Some markets deal in only one product.
 4. Some markets involve many products.
 - B. The consumer determines largely what will be produced.
 1. Consumers "vote" when they spend their incomes.
 2. Producers respond to consumer votes.
 3. The market involves impersonal relationships between buyers and sellers.
 - C. The United States government exerts some control over the market.
 1. Consumer purchasing power is reduced by government taxation.
 2. The government either regulates or bans some phases of production and consumption.
 3. Government regulations affect prices of goods and services.
 - D. Demand and supply affect prices.
 1. Prices are usually determined by what the consumer is willing to pay.
 2. Buyers and sellers bargain for an advantage position.
 3. The "equilibrium price" represents wishes of buyer and seller.
- II. The consumer must use his buying power wisely.
 - A. The consumer can learn discrimination in buying goods and services
 1. Reliable publications are prepared for consumer use.
 - a. Consumer's Guide
 - b. Consumer Reports
 - c. Consumers' Research Bulletin
 2. Consumers can learn to read and interpret advertisements intelligently.
 - a. Advertising is a stimulus to demand.
 - b. Billions of dollars are spent annually in an effort to influence demand.
 - c. Advertising can help consumers to select.
 - d. Advertising affects the standard of living.
 - e. Advertising can be false and misleading.
 - f. Safeguards are necessary to protect the consumer from the ills of advertising.
 3. Consumers can learn to interpret standards, grades, and labels on goods.
 4. Consumers can acquire methods of comparing values of foods, textiles, recreation, equipment, etc.
 5. Consumers can learn to differentiate between facts and misinformation about products.

- B. The consumer can learn to plan wise use of his income.
 - 1. Budgeting can help the consumer receive maximum utility from income.
 - 2. Consumers learn to differentiate between necessities and luxuries.
 - 3. Consumers learn to distinguish impulse spending and planned buying.
 - 4. Consumers learn the importance of their expenditures matching their budgets.
- C. The consumer learns to use credit intelligently.
 - 1. The consumer learns how much credit he can afford.
 - 2. The consumer learns which form of credit will best meet his needs and his budget.
 - 3. The consumer realizes the importance of establishing and maintaining good credit.

DEVELOPMENTAL ACTIVITIES

1. Have students invite a member of the local Better Business Bureau to speak to the class on problems faced by the Bureau.
2. Ask students to analyze instances of misleading advertising appearing in newspapers and periodicals.
3. Ask students to obtain the label from some canned or bottled product, and explain to the class the information about the product that appears on the label.
4. Have a student prepare a report or a poster showing ways in which the Bureau of Standards aids the consumer.
5. Ask several students to compare the cost per ounce of the same product in different sizes (i.e., #1, #2, etc.).
6. Ask several students to explain how a knowledge of such terms as "pre-shrunk," "sanforized," "waterproof," "water repellent," etc. will aid in wise buying. Ask the students to bring some of the labels to class.
7. Have students list factors that influenced their making a particular purchase. The teacher may suggest the following questions: "Why did I buy that dress?"
"Why did I buy that suit?"
8. Have the class divide into committees, and prepare the following:
 - a. A glossary of economic terms that should be understood by all.
 - b. A list of basic generalizations that would be of most value in preparing a budget.
 - c. A list of resource people from the local business community who are available to help the class.
 - d. An annotated bibliography of materials available in the school and local community.
9. Ask all students to prepare cash records of their spending for a week. Have them analyze the record to see how they spent their money, and check it with a previously prepared list of criteria for wise spending. Ask students to explain any deviations.

GLOSSARY

account
allocation
balance sheet
Better Business Bureau
budget
buying power
charge account
"come on items"
consumer economics
checking account
consolidate
conspicuous consumption
consumer
consumer goods
credit
credit rating
demand
equilibrium price
expenditures
fixed costs
free enterprise
goods
installment buying
interest
luxury
marginal profit
market place
middleman
mortgage
necessities
net income
operating expenses
overhead expenses
physical wants
profit
propaganda
repossession
specialization
supply

EVALUATION

1. Short answer tests to determine students' knowledge of economic concepts.
2. Discussion questions which provide opportunities for students to analyze data and do critical thinking.
3. Grades on individual and/or group reports.
4. Grades on class recitation.
5. Credit for displaying items (i.e., labels, newspaper articles, merchandise, pictures, etc.).

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ECONOMIC PROBLEMS
FACING THE NEW NATION

AMERICAN HISTORY
Grade 11

by
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1967

INTRODUCTION

It is generally conceded that the causes of the American Revolution were basically political. Many of these political irritants, however, stemmed from England's sudden imposition of the mercantile system upon the colonies after the French and Indian War. England had incurred an enormous debt during the four wars fought with France in a space of less than a hundred years. The colonies felt that England's policy of monopolism was obnoxious, and they regarded it as illegal. The combination of economic-political issues continued through the formation of the colonies, trial government under the Continental Congress, the Articles of Confederation, and, later, under the Constitution.

Though the colonists became dissatisfied to the point of separation from the mother country, there were certain advantages to being an English colony. The colonists experienced a receptive market for their raw materials both in England and on the Continent. The lack of currency and coinage in the colonies created a credit system that bound the colonies tightly to the mother country and to her western island possessions; however, the advantage of bounties on certain products, such as indigo, and the protection of the British Navy offset curtailment conditions.

When the colonies won their independence and became a free nation, they found that they were faced with many of the problems they had fought a war to escape. Indeed, the war itself had created many new problems. The purpose of this unit is to see how the new nation endeavored to solve the most immediate problems and laid the foundation for a stable government and a stable economy.

Materials presented in this unit will include subject matter relative to the creation of an economically and politically stable nation. America had to economize and make choices of allocations in order to gain respect as a new nation with an untried economy. Out of the new nation's need for interdependence grew a free enterprise system which has made the United States the most prosperous nation on earth.

OBJECTIVES

1. To clarify the economic problems involved in building a stable and respected credit.
2. To understand how a new nation establishes a free enterprise economy.
3. To understand the relationship between interdependence and the development of economic stability.
4. To understand the necessity of a new nation's making wise choices of allocations.

PLAN OF PRESENTATION

ECONOMIC PROBLEMS FACING THE NEW NATION

- I. Problems involving sources of national income existed during and following the Revolutionary War.
 - A. The government functioned under the Second Continental Congress until the adoption of the Articles of Confederation (1781).
 1. There was no definite source of income.
 - a. The central government could ask only the states for income.
 - (1) It had no power to collect taxes.
 - (2) It depended on grants or gifts from states and individuals.
 - b. It secured loans from foreign countries, especially France and the Netherlands.
 2. There was no Treasury Department.
 3. There was no national currency.
 - a. Coins in use were principally those of French and Spanish origin.
 - b. Currency had been forbidden before the war.
 - B. The unicameral Congress, under the Articles of Confederation, adopted an inadequate tariff for revenue purposes.

II. Various monetary problems faced the Congress under the Articles of Confederation.

- A. They needed money to pay soldiers, to build and maintain an army and a navy, and to pay civil servants to operate a postal system.
- B. They needed money to pay other governmental expenses and to repay debts.
- C. Difficulties in obtaining money were hard to overcome.
 - 1. Congress had no control over interstate commerce.
 - 2. Congress could not complete foreign commercial treaties because of lack of confidence by foreign nations.
 - 3. Both the states and the national government could print currency with no established value, since there was neither gold nor silver available for security.
 - 4. Currency value fluctuated because of no established rate and the use of foreign coins.
 - 5. New taxes were needed.
- D. The Land Act of 1785 and the Northwest Ordinance of 1787 eased a few monetary problems.
 - 1. The government was selling land at \$1.00 an acre after the states relinquished their claims.
 - 2. Some soldiers accepted land grants in lieu of cash pay.
 - 3. Westward migration eliminated unemployment.
 - 4. Proceeds of sixteenth sections were allocated to public education.

III. The adoption of the Constitution in 1789 provided a firm political and economic foundation for the new government.

- A. The authors of the constitution sought compromises that often included indirect or direct economic measures.
 - 1. The three-fifths compromise was adopted to alleviate undue tax burdens on the South.
 - a. Slaves were considered property and the property tax was the greatest source of income.
 - b. The same three-fifths formula was used to please the East in determining representation in Congress.
 - 2. A further compromise between the agricultural South and the manufacturing East was the right to levy import duties to protect infant industries.
- B. The central government was made dominant in economic areas.
 - 1. It was strengthened in matters of interstate commerce.
 - 2. It was given the right to make commercial treaties with foreign nations.
 - 3. It acquired the right to levy and collect taxes of various types, establish post offices and roads, control trade with the Indians, and control land sales and patents.
 - 4. It could establish the value, the minting, and the issuing of both currency and coinage.
- C. The privilege of initiating fiscal bills in the lower house was retained from its inception in colonial days; however, a precedent was set by relying on the Executive branch for both requests and advice.
- D. As secretary of the newly established Department of Treasury, Alexander Hamilton, a financial genius, set the nation on a path of prosperity and financial respect.

1. Hamilton unrelentingly held to his idea of a firm and strong central government that would set certain standards and ideals of economy and financial integrity.
 - a. He felt that the nation's first duty was to repay its total indebtedness of \$80,000,000.
 - b. The country as a whole agreed that the foreign debt of \$12,000,000 should be paid at the earliest possible moment.
 - (1) Taxes would help cover this deficit.
 - (2) Excise taxes were deemed necessary.
 - (a) The "Whiskey Rebellion" was a result of a protest against the whiskey tax.
 - (b) Washington and Hamilton established the supremacy of the national government over the state and the local governments by exhibiting force to see that the tax was paid.
 - c. Hamilton asserted that the national government must assume responsibility for paying all the national debt to the states and individuals.
 - (1) This was to be done by "funding the debt."
 - (2) Hamilton, assisted by Washington and Jefferson, carried out this plan.
2. Hamilton's financial "brain child" was the establishment of the National Bank.
3. Alexander Hamilton's retirement found the United States in possession of a number of economic assets.
 - a. Foreign debts were paid, and credit was established.
 - b. Debts were largely paid at home, and the nation was prosperous.
 - c. The East was developing into an industrial area.
 - d. The South was exporting raw materials to the world at large.
 - e. The pioneer West practiced a mixed economy of agriculture, trading, and minor manufacturing, using the Mississippi River as a port of exit and entry.

GLOSSARY

accommodation	land poor
bounty	legal tender
China Trade	mercantile theory
coinage	minting
credit system	monopoly
curtailing	naval stores
economic	political
excise tax	profitable
face value	property tax
fiscal	raw materials
fluctuating	"real"
free enterprise system	salutary neglect
full faith and credit	specie
funding the debt	speculation
indigo	stable economy
integrity	stay laws
interdependence	tariff
interstate commerce	unicameral
intrastate commerce	unsecured loans
	Whiskey Rebellion

DEVELOPMENTAL ACTIVITIES

1. Draw cartoons illustrating:
 - A. The financial plight of the young nation.
 - B. The growing wealth of the young nation.
2. Make maps showing industrial, agricultural, and mixed economy growth of the country.
3. Draw murals or individual illustrations of the development of the nation's early economy.
4. Construct charts illustrating Hamilton's solutions to the nation's financial difficulties.
5. Give a talk illustrating the compromises that went into the Constitution.
6. Make reports on Hamilton, Jefferson, and Washington, giving special emphasis to their contributions to the development of the nation's economic stability.
7. Present panel discussion comparing the problems and specializations of the different sections.
8. Write an imaginative diary of one's making the journey over the mountains westward to the Northwest Territory or into the Gulf South to establish a new home.
9. Compare economic problems of 1776-1801 with economic problems of today.

EVALUATION

This unit will be evaluated in the following ways:

1. Teacher observation.
2. Teacher-prepared tests, including subjective and objective tests.
3. Pupil evaluation.
4. Log by either teacher or pupil.
5. Individual conferences.

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THE NEW DEAL

American History
Grade 11

by
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1967

INTRODUCTION

In order to be an enlightened citizen today, the modern American must realize the role that government plays in all major phases of the life of his country. The assumption of powers by the Federal government was a gradual process, but nowhere is the extension of Federal control illustrated more noticeably than in the decade of the 1930's. This was an era of experiment and reform which produced a large body of legislation. It was so complex and far reaching in effect that the student of today must thoroughly understand these measures in order to be familiar with many roles which our Federal government now plays.

The legislative policy of the New Deal was not radically new; these reforms had begun earlier in our history. In the preceding half-century, Federal legislation had produced regulation of business and transportation, agriculture, labor, money and banking, and citizen-welfare. Many critics of the New Deal deplored its policies and extensive powers. However, President Franklin D. Roosevelt could point to his measures as continuations of those initiated by former Presidents Cleveland, Wilson, and Theodore Roosevelt.

Many of the New Deal reforms are still in effect today and influence the lives of millions of Americans. In addition, they serve as guidelines for our present day system of regulating the economy. One main purpose of this unit is to illustrate the role of government as a regulator to stimulate and protect the free flow within the economy.

This unit will require approximately two weeks for completion.

OBJECTIVES

1. To aid the student in understanding the causes and effects of a depression.
2. To emphasize the role that our government played in this period.
3. To awaken an awareness of the individual's role in our economic system.
4. To illustrate the concept of liberalism in government.
5. To give a view of life in this country when it did not have the prosperity known to today's student.
6. To portray the measures taken today to prevent depression.

PLAN OF PRESENTATION

THE NEW DEAL

- I. Background
 - A. Prosperity in the "Golden Twenties"
 1. Spending and expansion due to high wages and profits
 2. Farm problems as a result of drops in farm prices
 3. Belief in everlasting prosperity and banishment of poverty
 4. Election of President Hoover in 1928
 - B. Depression in 1929
 1. Stock market crash on "Black Friday"
 2. Attitude of business and government
 3. Spread of the Great Depression
 - a. Bank failures
 - b. Production cutbacks
 - c. Widespread unemployment
 - d. Farm losses
 - C. Causes of the Great Depression
 1. Worldwide economic disorders after World War I
 2. America's high tariff policy
 3. Excessive borrowing by business and consumers
 4. Economic belief of the inevitable part of a business cycle
 5. Uneven distribution of income
 - D. Hoover's reaction
 1. Refusal to use Federal relief
 2. Efforts to bolster agriculture and industry
 - a. Purchase of farm surpluses
 - b. Public works projects
 - c. Reconstruction Finance Corporation
 - E. Election of 1932
 1. Candidates and issues
 2. President Roosevelt and his "New Deal" proposals
 3. Rejection of Republican policies

II. The United States under the New Deal

A. Relief measures

1. Federal Emergency Relief Administration
2. Works Progress Administration
3. Efforts to aid youth
 - a. Civilian Conservation Corps
 - b. National Youth Administration
 - c. Youth program accomplishments
4. Critical claims of waste and incompetency

B. Recovery measures

1. Lending of funds to farmers through the Farm Credit Association
2. Raising of farm prices
3. Limiting of crops through the Agricultural Adjustment Act
4. Declaration of a Bank Holiday
5. "Pump priming"
 - a. Loans to industries through the Reconstruction Finance Corporation
 - b. Public Works Administration
 - c. Aid to homeowners through the Federal Housing Authority
 - d. Loans to transportation agencies
6. Results of adoption by industry of the "Code of Fair Practices" through NRA
 - a. Limited production
 - b. Price control
 - c. Child labor practices
 - d. Minimum wages
7. Labor gains as a part of the Recovery Program
 - a. Establishment of the National Labor Relations Board
 - (1) Rights to bargain collectively
 - (2) Rights to organize for better working conditions and wages
 - b. Growth of the American Federation of Labor through the Wagner Act
 - c. Organization and growth of the Congress of Industrial Organizations
 - d. Passage of the Fair Labor Standards Act

C. Reform measures

1. Protection of bank depositors through the Federal Deposit Insurance Corporation
 - a. Speculation check through the regulation of credit
 - b. Public protection against worthless stock
2. Social Security Act
 - a. Unemployment insurance
 - b. Old-age pensions
 - c. Aid to the handicapped and disabled
3. Regulation of utilities
 - a. Government powers to regulate gas and electric industries
 - b. Provisions to break the threat of utility monopoly
 - c. Tennessee Valley Authority and its purposes
 - (1) Development of sources of electric power
 - (2) Flood control
 - (3) Prevention of soil erosion
 - (4) Development of business, transportation facilities, and public benefits
4. Urban renewal

- III. The New Deal's foreign policy
 - A. Recognition of the Soviet Union
 - B. The "Good Neighbor" policy
 - C. International trade agreements
 - D. Attempts to aid foes of Japanese and German aggression
- IV. Public reaction to the New Deal
 - A. Election of 1936
 - 1. Support of Roosevelt by progressives, labor, farmers, and individuals receiving Federal aid
 - 2. Promises of Republican candidates to balance the budget and restore powers to states
 - 3. Overwhelming victory for the New Deal
 - B. The Supreme Court and New Deal legislation
 - 1. Declaration of unconstitutionality of many New Deal measures
 - 2. Roosevelt's purpose for "reforming" the Court
 - C. Rising opposition after 1937
 - 1. Causes
 - a. Worry by voters over the mounting national debt
 - b. Failure to balance the budget
 - c. Increased fear of too much Federal control
 - d. The recession of 1937-1938
 - (1) Increase in unemployment and loss of capital
 - (2) Quick reduction of expenditures in order to balance the budget
 - (3) New "pump priming" by the government
 - e. Devaluation of the dollar
 - f. Rise in taxes
 - 2. Election of 1940
 - a. Main issues
 - b. Unprecedented third term for President Roosevelt
 - c. Loss of popularity for the Democrats

GLOSSARY

"boondoggling"
 business cycle
 consumer
 deficit spending
 depression
 devaluing the dollar
 gold standard
 injunction
 installment buying
 law of supply and demand

monopoly
 mortgage
 overproductive
 parity
 "pump priming"
 recession
 speculation
 subsidies
 tariff

DEVELOPMENTAL ACTIVITIES

1. Have bulletin board display depicting agencies established for the relief, reform, and recovery program of the depression.
2. Have students draw cartoons of the business cycle, illustrating the causes of depression and the means of returning to prosperity.
3. Have student reports on the following topics:
 - a. Labor relations in the 1930's
 - b. Cultural projects aided and sponsored by the New Deal
 - c. New Deal agricultural legislation in use today
 - d. The Social Security system
 - e. Social problems arising from the depression
 - f. Roles played in our economy today by the Federal Reserve System
4. Have students prepare a short paper on the life of Franklin D. Roosevelt.
5. Have students draw up a list (through individual research) of modern measures used to prevent depression.

EVALUATION*

1. Series of short daily quizzes
2. Overall unit test upon completion of the unit
3. Grades given on individual oral reports and general class recitation and discussion

* Because of the large number of agencies and laws involved, the student may sometimes have difficulty with this unit. Therefore, the important measures used to push through recovery and reform should be reviewed frequently.

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LATIN AMERICA:
DEVELOPMENTS OF THE TWENTIETH CENTURY

World History
Grade 12

by
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1967

INTRODUCTION

Latin America declared independence from European domin nce within fifty years of the independence movement by the thirteen North American colonies from Great Britain. The years since these declarations of independence have witnessed different patterns of development in both Latin America and the United States. Since winning independence, the countries of Latin America have had to contend with unstable governments, foreign interference, and economic stagnation. Conferences of the nineteenth century resulted in the Pan American Union which has served to promote better co-operation, trade, and understanding among nations of the western hemisphere. The Good Neighbor Policy, the Alliance for Progress, and attempts to develop a Latin American common market are continuations of the Pan American movement. The purpose of this unit is to reflect the development of Latin America's economic and social progress and survey political trends of the hemisphere. This unit will also illustrate the economic concept of specialization and exchange -- interdependent.

A time span of approximately one week will be required for completion of this unit. The material for the unit was taken primarily from A History of Our World and may be easily adapted to any text.

OBJECTIVES

1. To instill a deeper appreciation of the strengths of our American system of government by exploring less fortunate systems.
2. To stimulate interest in issues vital to this hemisphere.
3. To create awareness of America's role to share and not to dominate in this hemisphere.
4. To promote knowledge of Latin America's potential.
5. To explore the developing economy of Latin America by comparing it with her past economy and with that of the United States.
6. To create an appreciation for a mode of life at variance with that of the United States.

PLAN OF PRESENTATION

LATIN AMERICA: DEVELOPMENTS OF THE TWENTIETH CENTURY

- I. Latin America's heritage
 - A. Spanish influence
 - B. Portuguese influence
- II. Nineteenth century developments toward unity and economic progress
 - A. Barriers to unity and economic prosperity
 1. Geography
 2. Inadequate railroad-highway transportation
 3. Poor port facilities
 4. Privileged classes
 5. Poor communications
 6. Dictatorial governments
 7. Illiteracy
 8. National pride
 - B. Common conditions which favored unity and prosperity
 1. Spanish language
 2. Religion
 3. Natural resources
 4. Long-cherished dream of one Latin America
- III. Conferences designed to promote peace and unity
 - A. Foreign interference during 1850-1964 period
 1. United States and the Monroe Doctrine
 2. The Monroe Doctrine broadened to include settlement of internal disputes
 3. Role of the United States as "policeman" over Latin America
 - B. American investment and "dollar diplomacy"
 - C. Good Neighbor Policy

D. Continuation of Pan-American Conferences

1. James G. Blaine
2. Inter-American rivalries

E. Pan American Union

F. Organization of American States

IV. Economic progress of the 1900's

A. Trade

1. Demands by Europe for great percentage of Latin American agricultural exports
2. Absence of Latin American Common Market
3. Evident need to increase markets and diversify items exchanged

B. Agriculture

1. Landed estates
2. Few independent farmers
3. Need for land reforms

C. Industry

1. Valuable resources
2. Foreign investment
 - a. Control in hands of foreign owners
 - b. Latin Americans untrained
 - c. Resentment over foreign investment

D. Transportation and communication

1. Pan American Highway
2. Increased air travel
3. Introduction of machinery for ports
4. Mail service improved
5. Need for continuation of progress in these areas

E. Social and economic reforms

1. Education
2. Land
3. Labor unions
4. Reduction of foreign control
5. Public health

V. Economic problems of the 1900's

A. Agriculture and industry

1. Specialization failure
 - a. Lack of planning for world markets
 - b. Scientific advancement not evident in Latin America
2. Steps to overcome agricultural failure
 - a. Diversification of crops
 - b. Stimulation of trade within Latin America
 - c. Pooling of knowledge by Latin American scientists and technicians
3. Education of promising youths
4. Encouragement of Latin American observer teams visiting United States universities, businesses, and farms
5. Trade promotions throughout Latin America
 - a. Voluntary participation in inter-American economic conferences
 - b. Consideration of revision of tariff restrictions
 - c. Investigation of a common-base currency
 - d. Development of a Latin American Common Market similar to that of Europe and Central America

- B. Latin American interdependence
1. Organization of American States
 2. Trade
 3. Assistance in management
 4. Promotion of solutions to differences within Latin America

GLOSSARY

agrarianism	fundo
caudillo	gross national product
Common Market	junta
Drago Doctrine	mestizo
ejidos	national income
estancia	

DEVELOPMENTAL ACTIVITIES

1. Current events file on political changes in Latin America
2. Trip to International House
3. Guest speaker from a Latin American country
4. Participation in Spanish Club's annual Pan American Fiesta
5. Oral reports on Pan American Union and Organization of American States
6. Debate: Resolved, that the OAS should expel Cuba from membership
7. Use of Twentieth Century films on Latin America
8. Oral report on resources of Latin America
9. Chart comparing the resources of the Latin American countries
10. Brief written paper developing either political, governmental, or economic structure of any Latin American country

EVALUATION

1. Teacher evaluation of class analysis of trip to International House
2. Teacher evaluation of ability of student to relate information gained from Latin American speaker to any given country.
3. Teacher and pupil evaluation of oral reports presented according to pre-determined guidelines
4. Evaluation of class discussions
5. Evaluation of current events file for depth of information

6. Pre-test to determine attitudes of class regarding Latin America;
re-test to determine extent of attitude changes following the
completion of the unit
7. Subjective and objective written examinations

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THE EMERGING NATIONS OF AFRICA

WORLD HISTORY
Grades 11 and 12

by
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1967

INTRODUCTION

Many of our internal and international problems stem from economic beginnings. The unit selected for developing the concept, "the economic problem and need for making choices of allocation," as set forth by Dr. George Ferish, is "THE EMERGING NATIONS OF AFRICA." This concept may be more precisely stated as "limited resources and unlimited wants." Africa is selected because countries such as Tanganyika and Kenya present excellent examples of the economic struggles faced by a nation. European colonies having no economic system of their own must choose between the "free-enterprise" system of the West and the "government planned and controlled economy" of socialism or communism. Their greatest problems are: (1) Priority needs and (2) Methods and sources of finance. These new nations of Africa are outstanding examples of nations with limited resources and unlimited wants. This unit requires from two to three weeks for completion.

OBJECTIVES

1. To understand how a new, underdeveloped country decides what and how much to produce.
2. To understand how any country, especially a new one, will use its resources in production.
3. To understand how a new, underdeveloped country can raise its standard of living with its limited resources.
4. To understand the sources of capital needed for economic development.

PLAN OF PRESENTATION

THE EMERGING NATIONS OF AFRICA

- I. Annexation of African territory by European nations
 - A. Outgrowth of Industrial Revolution and scientific improvements
 - B. Search for new markets
 - C. Search for raw materials
 - D. Provision by colonies for opportunities for investment
 - E. Period of imperialism
- II. Birth of new African nations
 - A. Union of South Africa
 1. European-type economy
 - a. Provision of capital resources by Europeans
 - b. Provision of human resources by Africans
 2. Natural resources
 3. Apartheid
 - B. Tanganyika
 1. President Nyerere
 - a. Leader of Tanu (Tanganyika African National Union)
 - b. Slogan: "Uhuru na Kazi" - freedom and work
 - c. Elder statesman of Africa
 2. Resources
 - a. Limited
 - b. Poor, even in African context
 - c. Uneducated human resources
 - d. Nearly non-existent capital resources
 3. Economy
 - a. Primarily agricultural
 - (1) Country owned by Europeans before independence
 - (2) Limited markets and raw materials
 - b. Heavy industry prohibitive because of limited markets and limited raw materials
 4. Industrial development
 - a. Emphasis on manufacturing of country's own raw materials
 - b. New industries planned
 - c. Little private initiative
 - d. Dependence on foreign investments
 5. Government
 - a. Socialism attempted
 - (1) Nyerere's brand
 - (2) Some private ownership
 - b. Class system avoided
 - c. Private investment encouraged
 6. Rural development
 - a. Marketing cooperatives
 - b. Transportation improvements
 - c. "Villagisation"
 7. Education
 - a. Given top priority
 - b. Provided by government

C. Kenya

1. Kikuyu tribes
 - a. Mau Mau rebellion
 - b. Kenya African National Union
2. Nation-building
 - a. Land settlement
 - b. Kikuyu demands
3. Problems
 - a. Capital to purchase Europeans' land
 - b. Capital to develop farming units
 - c. Foreign aid
 - d. More productive agriculture
 - e. Greater expansion of light industry
 - f. More urban employment
4. Solutions
 - a. East African Federation
 - b. Pan Africa

GLOSSARY

Afrikaner	land-hungry
apartheid	light industry
bankrupt	market
capital	Mau Mau
colonialism	nation-building
compensation	planned economy
cooperatives	productive-agriculture
economic associations	revanchisme
ethnic	Tanu
Harambee	Uhuru na Kazi
heavy industry	Ujamaa
industrial raw materials	urban
initiative	white highlands
Kikuyu	

DEVELOPMENTAL ACTIVITIES

1. Film strips on Africa can be used either as introductory material or as motivational devices. The following may be obtained from the East Baton Rouge Parish Schools Materials Center.

Title	Filmstrip Number
"Africa, Continent in Ferment"	1151
"Africa, Native Tribes"	1522
"Africa, Central and Southern"	69
2. Students may report on such subjects as: "How Imperialism Affected Africa," "African Tribes and Customs," "Missionaries Opening Africa," "Why Does Africa Need Foreign Capital?" "Private Initiative vs. Government Initiative."
3. Use a world almanac and encyclopedias to determine exports and imports of Africa, natural resources, etc.

4. Students may prepare a panel discussion on one of the new countries of Africa and its problems.
5. Students may prepare a chart for display in class on natural resources, human resources, and capital resources of an African country. Compare African resources with those of either the United States or a European country.
6. Invite an authority on Africa to speak to the class.

EVALUATION

Two types of tests may be given in this unit. For a broad, general understanding of the problems faced by new, underdeveloped nations, the teacher may use essay questions. To test specific facts, the teacher may give an objective test. Class participation in teacher-led discussions, pupil-panel discussions, and similar activities are also useful evaluative techniques. Pupils may also evaluate themselves and each other. Group discussion of the values gained is another useful evaluation technique for this type unit.

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